

Strand: Geometry and Spatial Sense

Grade: 2

School: McHugh P.S.

Lesson Goal	To develop academic vocabulary for 3D figures
Curriculum Expectations	<ul style="list-style-type: none">- Identify and describe various three-dimensional figures (i.e. cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e. number and shape of faces), using concrete materials- Build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure
Big Idea(s)	Shapes of different dimensions and their properties can be described mathematically

3 Part Lesson Plan		Materials
Getting Started (Minds On...)		
Instructional Grouping: Whole Class <ul style="list-style-type: none">- Teacher draws a square on the blackboard and asks students what words/phrases/sentences come to mind, as well as real life connections to the shape. Mathematical terms (academic and non-academic) are recorded on chart paper- Students are then shown a triangular based pyramid and asked to do the same, with new terms being added to the chart paper		<ul style="list-style-type: none">- A 3D figure, in this case, a triangular based pyramid- Chart paper
Working On It (Action!)		
Instructional Grouping: Pairs <ul style="list-style-type: none">- Students sit across from each other and are given a selection of geometric solids as well as a barrier to put in between them- Students pick out one solid and must describe the figure to their partner. Students take turns and play more than once- Taking turns, students are then asked to create a structure using 3 geometric solids and to keep it secret from their partner. Their partner must re-create the structure using verbal instructions. Students take turns and can play more than once- Students are reminded to use the words posted on the chart paper if they need to		<ul style="list-style-type: none">- Geometric solids- Barrier (folders, Bristol board...)
Reflecting and Connecting (Consolidate/Debrief)		
Debrief Strategy: Whole Class Discussion <ul style="list-style-type: none">- The teacher debriefed the barrier game with the students, asking what parts of the game they found easy and what parts they found challenging- The teacher revisits the mathematical terms on the chart paper and discusses with students how they used the terms in their descriptions- The teacher discusses the importance of using academic vocabulary, making specific reference to the terms faces, edges and vertices		
Follow-up		
The teacher plans to revisit the barrier game at a later point in the unit to see if the students are using more academic language		